CHAPTER I
INTRODUCTION

In this chapter, the researcher discusses some topics related to the background of the study, statement of the problems, purposes of the study, significance of the study, scope and limitation, and definition of the key terms.

1.1 Background of the Study

English is one of many languages that are used by the people in the world, so English is an international language. They speak and learn English to communicate each other to achieve their purposes. In Indonesia, English is learned at school from kindergarten up to university level. Generally, they learn English for the first time at school.

Teaching English in the early age becomes very important because young learners are able to learn a new language more effectively. At this level, they are in the golden age so that they can learn anything easily (Sukarno, 2010:58). It is also supported by Harmer (2002:38) that young learners response to meaning whereas they do not understand about those words. Besides, young learners also could be native like when they start learning English at early age.

There are some English skills those should be taught by the teacher and should be mastered by the children as the students. They are: speaking, listening, writing, and reading. Speaking skill is the skill of delivering speech in. While listening skill is the skill how student could submit information around them audibly through English. Then writing skill is the skill of how students could put
all the ideas down on the paper or another writing media in English. The last but not least is reading skill. It is the skill of how students could submit information through the letters they read in English.

Before mastered English skills, the teacher should acknowledge the students with vocabulary, so that the children could master those skills very well. Although vocabulary often becomes the hard thing in studying English, because it needs to be memorized, but it is more impossible to study English without vocabulary. It is also supported by Ahmadiet al (2012:186) who states, “Vocabulary learning is one of the most important factors that foreign language learners encounter during the process of learning a foreign language.”

To teach English vocabulary to young learners, the teacher should put the thought to the way of children think. Harmer (2002:38) states children learn differently from older children, adolescents, and adult. It makes another problem to the English teacher: how to teach the children vocabulary in the right way. The teachers should recognize that young learners can learn language easier than adults when they learning by doing. They will learn English vocabulary easier when the teacher give direct experiences and physical activities such as playing games in the teaching and learning activities. It comes to be linear to the statement of Browster et al in Dochart, (2010:101) vocabulary presented in a familiar context and systemised manner with visual support seems important for memorization; using the senses, games, songs, stories and rhymes are effective ways of practicing language.

A media can also help the teacher in teaching and learning process. In order to help students to reduce the problem in learning English, a teacher can
using game. Logically, an activity which is fun could give motivation to the learner. It is better for the teacher to use language games as a media for vocabulary learning.

There are many games could be used as the media in teaching vocabulary to elementary student. One of them is Scrabble game. This media is designed to create students’ interest to learn pleasantly. It challenges the students to arrange words as many as possible only by letters they get in the game. It means the student as the player should use the ability in mastering vocabulary.

The previous research which was conducted by Saputra (2011) in his research entitled “Reinforcing Students’ Vocabulary Through Scrabble Game at The First Grade Students of MTS Nurussalam Pondok Pinang”, he stated that the research was implemented in first grade of MTS Nurussalam Pondok Pinang improved the students’ vocabulary mastery through games was success. Most of students stated pleasure with the scrabble game, and their vocabulary is better than before.

From the statements above the researcher held a research in SDN Gadingkembar3 Jabung by taking a title, “The Implementation of scrabble game in teaching vocabulary at the fourth grade at SDN Gadingkembar3 Jabung” to know whether scrabble game is helpful in teaching vocabulary to elementary school or not.
1.2 Statement of the Problems

Based on the background above, the problems of this research are stated as follows:

1. How is the implementation of scrabble game in teaching vocabulary to students at the fourth grade of SDN Gadingkembar3 Jabung?
2. What problems does the teacher face in applying the scrabble game in teaching vocabulary at the fourth grade of SDN Gadingkembar 3 Jabung?
3. How does the teacher solve the problem appear in applying the scrabble game in teaching vocabulary at the fourth grade of SDN Gadingkembar 3 Jabung?

1.3 Purposes of the Study

Based on the statement of the problems above, the purposes of the study are stated as follows:

1. To know the implementation of scrabble game in teaching vocabulary to students at the fourth grade of SDN Gadingkembar3 Jabung.
2. To know the problems faced by the teacher applying the scrabble game in teaching vocabulary at the fourth grade of SDN Gadingkembar3 Jabung.
3. To know how to solve the problems in applying the scrabble game in teaching vocabulary at the fourth grade of SDN Gadingkembar3 Jabung.

1.4 Significance of the Study

The result of this study is expected to be beneficial for all English teachers who teach English vocabulary to young learners. It is expected to give more information about the use of scrabble game in teaching vocabulary, how to apply scrabble in order to make young learners interested in learning English vocabulary in the class.
1.5 Scope and Limitation

This study focuses on how scrabble game works on teaching vocabulary and the problems faced by the teacher in applying the scrabble game to teach vocabulary. In addition, the subject of this study is limited to the English teacher and the students of the fourth grade students at SDN Gadingkembar3 Jabung.

1.6 Definition of the Key Terms

To avoid misunderstanding of the terms used in this study, it is necessary for the researcher to define the key terms as follows:

1. Teaching vocabulary is one of the most discussed parts of teaching English as a foreign language (John, 2004).
2. Vocabulary is knowledge of a word which not only implying definition, but also implies how that words fit into the world (Sthal, 2005).
3. Scrabble games is a word game for 2,3 or 4 players. Play consist of forming interlocking words, crossword fashion, on the scrabble playing board, using letter tiles with various score values (Spears, 2009).